DOCUMENT RESUME

ED 477 896 SO 034 876

AUTHOR	Williamson, Deborah L.
TITLE	Police Officers and Law-Related Education: Building a Winning Strategy for Youth Education Programs. Technical Assistance Bulletin.
INSTITUTION	American Bar Association, Chicago, IL. Public Education Div.
SPONS AGENCY	Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
REPORT NO	Bull-21
ISBN	ISBN-1-59031-108-6
PUB DATE	2002-00-00
NOTE	14p.; For Technical Assistance Bulletin number 20, see SO 034 875.
CONTRACT	95-JS-FX-0017
AVAILABLE FROM	American Bar Association/Division for Public Education, 541 North Fairbanks Court, Mail Station 15.3, Chicago, IL 60611-3314. Tel: 312-988-5735; Fax: 312-988-5494; e-mail: abapubed@abanet.org; Web site. http://www.abanet.org.
PUB TYPE	Information Analyses (070)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Citizenship Education; Elementary Secondary Education; *Law Related Education; *Laws; *Police; Social Studies; Student Behavior; *Youth Programs
IDENTIFIERS	*Kentucky; Legal Information

ABSTRACT

Law-related education is an educational program designed to educate citizens about the law, legal processes, and principles fundamental to a democracy. According to the Center for Prevention of School Violence, school resource officers fulfill essentially three roles in schools: (1) as law enforcement officers, (2) as law-related counselors, and (3) as law-related educators. Duties as law-related educators frequently include teaching or co-teaching law-related education classes, advising school officials and other regarding juvenile law, and facilitating an array of activities on and off campus. Though not limited to school resource officers, this bulletin briefly outlines Kentucky's ongoing efforts to train and recruit law enforcement personnel to fulfill the critical role of law-related educator to enhance student understanding of the law and legal processes. The bulletin discusses risk factors for delinquent behavior, best practices in LRE, and goals of LRE partnerships between schools and law enforcement. It also provides sample lessons. (Contains 25 references.) (BT)

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TECHNICAL ASSISTANCE Bulletin NO. 21

American Bar Association ABA Division for Public Education

Police Officers and Law-Related Education: Building a Winning Strategy for Youth Education Programs

by Deborah L. Williamson

According to the Center for Prevention of School Violence, school resource officers fulfill essentially three roles in schools: as law enforcement officers, as law-related counselors, and as law-related educators (Center for the Prevention of School Violence; see also Knepper, 1999). Duties as law-related educators frequently include teaching or co-teaching law-related education classes, advising school officials and others regarding juvenile law, and facilitating an array of activities both on and off campus. Though not limited to school resource officers, this bulletin briefly outlines Kentucky's ongoing efforts to train and recruit law enforcement personnel to fulfill the critical role of "law-related educator" as a means of enhancing student understanding of the law and legal processes.

Coordination and planning among a variety of entities is required throughout training of law enforcement personnel and program implementation to realize favorable outcomes through law-related education in the classroom. Incorporating law enforcement personnel as resource persons into the classroom may not be a novel aspect in working to educate young people about the law and reducing incidence of delinquent behavior, but more than three decades of practice and research underscores the importance for law enforcement, educators, school administrators, juvenile justice practitioners, and directors of law-related education programs to periodically revisit and act upon this topic (Knepper, 1997; see also Zimmer, n.d.).

Deborah Williamson, Ph.D., is General Manager of the Division of Youth, Families, and Community Services at the Kentucky Administrative Office of the Courts.

Law-Related Education (LRE)

LRE is an educational program designed to educate citizens about the law, legal processes, and principles fundamental to our democracy. Programs are characterized by high-interest, relevant course material, substantive and recurring encounters with resource persons from the justice system, field experiences, and opportunities for meaningful participation both in and out of the classroom.

Rationale for Police as Law-Related Educators

Given the decline in school violence, some researchers have recently questioned the necessity of a consistent police presence on school campuses (Kraska and DeMichele, 2001). Yet other researchers suggest that police presence can have a pos-

itive impact on students through participation in law-related education (LRE) programs. Early research from Hunter and Johnson (1986) found that the most effective (LRE) classes made frequent use of outside resource persons. An outside resource person may be defined as a professional who lends real life expertise to an interactive teaching strategy, e.g., a judge debriefing a mock trial exercise. Hunter and Johnson (1986: 35) note, "Correlational analysis between practices and outcomes show that appropriate use of visitors (outside resource persons) in LRE classrooms to be more strongly associated with increased student attachment to teacher and school and with shifts from delinquent to nondelinquent peer associations than any other classroom practice or event." Similarly, using pre- and post-tests in juvenile diversion programs in Kentucky, Fox, Minor, and Pelkey (1994) found that youth participating in LRE exhibited a shift in attitudes towards persons in positions of authority and in a positive direction, noting the greatest change occurred in perceptions of police officers.

Student perceptions regarding police officers is well documented. In 1995 Louis Harris and Associates released a study entitled *Between Hope and Fear*. The study was based on a survey of 2,023 students who were asked among other things to present their views regarding persons in positions of authority. Consider the following: Only 26% of the students surveyed held a favorable opinion of police officers; 68% relayed that when they witnessed officers on the beat, they tried to stay out of their way; and 25% believed that police officers did not like young people (Harris and Associates 1995: 15–16; see also Zimmer, n.d.). Francis (2001) discusses a career magnet school for criminal justice where police officers teach and supervise student activities. As students move through the academy and spend quality time with police officers, perception shifts are evident. Consider the comments from two of the student participants: "The experience has really changed my attitude toward law enforcement. Before I came here, I had no respect toward any law enforcement. Now after I have been here, I understand and give the respect needed." "When I was growing up, my friends, family, neighbors, even the music I listened to was negative toward law enforcement. I was brought up hating the police. Young men and women don't really know an officer's full job description. All they see is an officer arrest their parents, or the fact that they can kill someone in self-defense and not go to jail. The academy has given me a whole new view of police officers and law enforcement in general." (Francis 2001: 1–2).

This research and other literature suggest that the need to educate young people about law and governing bodies is paramount, and it must be an ongoing endeavor (Fletcher, 2002; Butts, 2001). As an integral part of our system, law enforcement should be included in this education process. Opportunities for including law enforcement in LRE programs are perhaps greater now than at any other time. The prevalence of community-policing initiatives, which places emphasis on prevention (Cordner, 1999), coupled with the increasing numbers of school resource officers to promote a better understanding of laws and their benefits (NASRO, 1999), provides state LRE centers and school- and community-based delinquency prevention programs with rich opportunities for training, recruitment, and partnership building.

Connecting with Law Enforcement: The Kentucky Experience

Established in 1976, the Kentucky Administrative Office of the Courts serves the Chief Justice of the Kentucky Supreme Court (Lowell, 2002). In 1986, the Kentucky General Assembly enacted the Unified Juvenile Code and created a statewide network of juvenile intake and diversion officers known as Court Designated Workers. These officers, based at the court office, have been intensively involved with law enforcement since the program's inception. In addition to daily contact stemming from the juvenile intake and custody process, they routinely update police officers in changes in the code, train new officers regarding the intake and diversion process, and frequently recruit officers to participate in prevention programs designed for both offenders and nonoffenders in schools and community settings. Most of the interaction is initiated at the local level.

TECHNICAL ASSISTANCE Bulletin

American Bar Association ABA Division for Public Education

Chair, Standing Committee on Public Education: Hon. Judith Billings
Director, Division for Public Education: Mabel C. McKinney-Browning
Director, Publishing and Marketing: Seva Johnson
Program Manager: Michelle Parrini
Editor: Michelle Parrini

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PC # 497-0115 ISSN: 1-59031-108-6

This is one in a series of technical assistance bulletins on law-related education published by the American Bar Association Division for Public Education, 541 North Fairbanks Court, Chicago, IL 60611-3314; (312) 988-5735, FAX (312) 988-5494. www.abanet.org/publiced E-mail: abapubed@abanet.org

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Prepared under Grant #2001-JS-FX-K004 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice; we are grateful for its support.

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OJJDP
Office of Juvenile Justice and Delinquency Prevention

In the late 1990's the court was presented with a unique opportunity to train law enforcement en masse. The Kentucky Department of Criminal Justice Training requested statewide law-enforcement training devoted to the topic of juvenile delinquency as well as current laws and policies regulating the state's juvenile justice system. As the Kentucky Administrative Office of the Courts also houses an LRE department, an exceptional opportunity to introduce LRE as a delinquency prevention option to in-service participants was presented.

The Department of Criminal Justice Training, which is based at Eastern Kentucky University, was created in 1966 when university staff acquired grant funds from the federal Department of Justice to pilot a law enforcement training program. It trains approximately 9,000 law enforcement officers annually (Department of Criminal Justice Training, 2000). In addition to basic training, varying in-service courses are offered each year depending upon need and interest. Doug Czor, Professional Development Branch Manager for the department, indicates that similar law enforcement training entities exist in all other states. (Interested parties may access this information from the law enforcement links directory at www.leolinks.com. The directory features a detailed listing of law enforcement links, including associations, commissions, and training institutions.)

The development of the three-hour in-service program was a cooperative effort that involved the manager of the statewide program responsible for juvenile intake and diversion and intake and diversion officers, LRE court staff trained by the national coordinated law-related education program, Youth for Justice, and faculty at the Department of Criminal Justice Training. The same individuals, with the assistance of local juvenile intake and diversion officers, served as faculty for the in-service programs when they commenced.

Faculty designed an agenda that would serve not only to inform, but also be useful and interesting to in-service participants (see National Training and Dissemination Program, 1992; Brooks-Harris and Stock-Ward, 1999). All involved agreed that this was perhaps the most time-consuming but essential aspect of the planning phase. In general, we would train officers from rural areas with limited enforcement personnel and few resources to deal with juvenile offenders. No prerequisites were established, and any rank of officer was permitted to attend the class. Even though the Department of Criminal Justice Training routinely conducted in-service classes for officers, the topics of juvenile delinquency, the juvenile justice system, and delinquency prevention programs had not previously been offered in a stand-alone class. As a faculty we were venturing into a new arena. In the end, the agenda contained a variety of interactive teaching strategies, incorporated mixed media, provided ample time for questions and answers, and included a diverse faculty. At the close of each in-service program, faculty agreed to meet in order to review, critique, and modify the agenda if necessary.

The first hour of the agenda was designed to focus on the scope of the problem of juvenile offending in Kentucky and risk factors confronting today's youth. How widespread was delinquency in Kentucky? What were the most frequently occurring crimes? What were the characteristics of the offending population? Statistics revealed that less than 4% of individuals under eighteen years of age were apprehended for either a public or status offense. Low level offenses such as shoplifting, minor assaults, possession of alcohol, and habitual truancy topped the list. Less than 2% of the offending population was classified as Youthful Offenders, or the most serious juvenile offenders in the state. Males were more likely to be apprehended than females; and most offenders were between 13 and 15 years of age. Much to the surprise of the faculty, sharing statistical information proved to be a crucial aspect of the training as it literally set the tone for the remainder of the class. Officers frequently commented that daily experiences with youth in custody sometimes clouded their perceptions of young people in general, and to focus on the fact that the majority of young people engage in law-abiding behavior (and to note that the majority of juvenile offenders were charged with low level offenses) was a much needed reflection.

Risk Factors for Delinquent Behavior

- alienation and lack of bonding to family, school, and the community;
- early, frequent antisocial behavior;
- family history of high-risk behavior;
- poor family management practices;
- family conflict;
- economic and social deprivation;
- school failure;
- low commitment to education;
- association with delinquent peers; and
- community disorganization (little sense of community, high crime, low surveillance, availability of drugs and alcohol).

(Williamson, Minor, and Fox, 1997, p. 47; Hawkins, D., 2001.)

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Our next task was to engage the officers in a discussion of risk-resiliency factors. As noted by Wright (as cited in Williamson, Minor, and Fox, 1997), if we are to be successful in preventing delinquent behavior among young people, we must understand what factors place them at risk. Officers were asked to brainstorm a list of potential risk factors, and not surprisingly most responses were consistent with Hawkins's (1992) risk factor research. Next, faculty asked officers to describe the characteristics of resilient children, i.e., children who succeed in the face of adverse environmental circumstances. Again, responses were consistent with the research (see Bernard, 1993). Lastly, faculty focused on a discussion of protective factors, or what can be done to reduce risk and enhance resiliency among the state's youth. At this juncture, the stage was set to discuss education and prevention programs such as LRE. Again Wright (as cited in Williamson, Minor and Fox, 1997) notes, "LRE is not a panacea for the complex problems that often begin within the family and are exacerbated by the social conditions in which some children are raised. Content and strategies of LRE, however, are especially well suited to ameliorating the effects of those factors." Thus far the agenda was meeting expectations of both faculty and participants. All involved were focused on youth and the issues confronting them as we entered the next phase of the agenda, which included a detailed review of the Unified Juvenile Code and the process by which juvenile offenders move through the system.

Characteristics of Resilient Children

- social competence—responsiveness to others, conceptual and intellectual flexibility, caring for others, good communication skills, sense of humor;
- problem-solving skills—application of abstract thinking (understanding of rules and laws), reflective thinking, critical reasoning skills, development of alternative solutions to frustrating situations (calculating consequences of actions, cause and effect); and
- sense of autonomy—positive sense of independence, emerging feelings of efficacy, high self-esteem, impulse control, planning and goal setting, belief in future (confidence that things will work out and a sense of understanding of why things happen as they do).

(Williamson, Minor, and Fox, 1997, p. 49; Tapping Resilience in Youth, *n.d.)*

Best Practices in Law-Related Education include

- a focus on civil, criminal, and constitutional themes;
- a balanced presentation of the judicial and political systems;
- sufficient quantity of time devoted to instruction;
- teaching strategies that promote student interaction and avoid over-lecturing;
- repeated opportunities for students to interact with well-prepared outside resource persons such as law enforcement;
- active involvement of school and/or program administrators; and,
- the creation of support networks for teachers and/or program facilitators.

Adopted from A Descriptive Review of Research on Law-Related Education, *Social Science Education Consortium, 2001.*

In discussing the juvenile justice system, faculty from the court LRE department and the state intake and diversion program were surprised to learn of some of the misconceptions held by law enforcement. First and foremost, officers are concerned with accountability, and rightly so. Cognizant of the rigorous confidentiality provisions mandated by the Juvenile Code, particularly as it relates to minor offenders, many believed they could not inquire about sanctions imposed on this population. Many assumed that first-time offender cases were merely "counseled and closed"—in essence, they would be warned, but no substantive prevention efforts would be offered by intake or diversion officers. A number of law enforcement officers believed that their role in the juvenile justice system was confined to completing the citation and signing the formal complaint; they were unaware of opportunities for further involvement with juveniles diverted from the formal court system. Lastly, several believed that intake and diversion officers did not have a role in schools and that their work was strictly confined to working with the offender population. One of the obvious added benefits of conducting these in-service sessions was the opportunity to engage in frank discussions, dispel misconceptions, and trouble-shoot problems at the local level. As a result, new alliances and partnerships formed, communication increased, and, most importantly, cooperation among agencies and service to juveniles vastly improved.

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The last phase of the agenda focused on prevention efforts ongoing throughout the state and accented Kentucky's successes with LRE both in schools and as a diversion program for minor juvenile offenders. In 1990 Chief Justice Robert F. Stephens researched the LRE movement being spearheaded by the National Training and Dissemination Program, currently known as Youth for Justice. At that time, Youth for Justice was embarking on a three-year initiative to introduce LRE to juvenile justice settings. Ever-interested in educating young people about the law, and given that the courts were statutorily mandated to provide intake and diversion services through the newly formed Court Designated Workers Program, Stephens saw the natural fit and was determined to bring LRE to Kentucky. Personally researching the subject matter, he was convinced that LRE would increase students' understanding and respect for the law, serve as a catalyst for civic participation, and reduce incidence of delinquent behavior. A department solely devoted to LRE was created at the court. Utilizing "Best Practices in LRE" as a guide, over the course of the next five years Youth for Justice and court office staff worked intensively to train intake officers to properly utilize LRE curricular materials (see Social Science Education Consortium, 2001; Turner as cited in the Social Science Compendium, 1997). Eventually, all 140 intake officers were trained and successes with diverted youth were realized statewide. In order to gain local support for their efforts, intake and diversion officers routinely conducted awareness sessions for professionals involved with or interested in youth issues. As a result, the court's LRE initiative rapidly began to spill into school systems, and efforts continue today. A critical ingredient contributing to the court LRE department's success continues to be the substantive involvement of law enforcement.

Drawing on research previously presented in this bulletin, in-service faculty underscored the rationale for intensively involving law enforcement in LRE, regardless of the setting. Many officers attending the in-service program had already served as outside resource persons to LRE programs in local schools and diversion workshops. Research, particularly the research that was conducted in Kentucky (see Fox, Minor, and Pelkey, 1994), coupled with peer testimonials, frequently convinced the skeptical that committing a sufficient quantity of time and serving as an outside resource person were worthy endeavors with high payoff.

Utilizing field-tested materials from Street Law, Inc., the Center for Civic Education, and the Constitutional Rights Foundation, at least one model lesson was demonstrated during each in-service session. In each case, emphasis was placed on the proper approach to teaching LRE. Incorporating the *Best Practice Approach to Law-Related Education* is possibly the best insurance that desired student outcomes will be realized. As noted by Turner (as cited in the Social Science Compendium, 1997), omitting aspects of the prescribed practices may thwart the outcomes sought and, perhaps worse, may exacerbate negative behaviors. Fox, Minor, and Wells (1997) also address adhering to what they term "participatory justice," which may be interpreted as following best practices. The authors caution against using information about the law to "intimidate youth into obedience" or paint the system as one that is flawless and encourage youth to accept "our way of life." As the use of outside resource persons is possibly the most important aspect of quality LRE, much emphasis was

Sample Lesson: The Flooding River

You are a police officer watching traffic cross a narrow bridge during a sudden, very heavy rainstorm. The traffic has slowed to almost a stop. No one can see through the heavy rain. The little creek has turned into a flooding river. As you watch, a car stalls out. You begin to direct traffic across the bridge.

A man gets out of another car and comes to you with a message. He heard on the radio that a flash flood is coming. Two bridges are already washed out and all other bridges are supposed to be closed.

You radio headquarters and learn that this is true. You drive your car across the bridge and block that side. Then you use the stalled car to block the other end of the bridge. You call headquarters and tell the commander what you have done. They tell you:

- Expect the area to be flooded in 30–45 minutes.
- The heavy rain will continue until tomorrow.
- All airplanes and helicopters are grounded.
- Do not allow anyone to cross the bridge unless it is an emergency vehicle, and then only one may cross. You must tell the people of the dangers. There will be no authorized exceptions to this rule.

After receiving these orders you see the water rising fast. Suddenly, red and blue flashing lights appear. You hear sirens. Five emergency vehicles are headed for the bridge. They all get there at once and want to cross the bridge. You remember what headquarters told you. You must decide whom, if anyone, you will let cross the bridge. Should any exceptions be made? You should use your best judgment and realize that you are responsible for your actions.

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Sample Lesson Activity: How can you evaluate a position of authority?

As you can see, positions of authority need to be properly planned. For example, people in positions of authority must be given enough power to carry out assigned duties. At the same time, there must be clear limits on the power they are given. Some questions you might use to consider the strengths and weaknesses of a position include:

- Do people in the position have too many duties? Too few?
- Are people in the position given enough resources to fulfill their responsibilities?
- Are people in the position given enough power to do the job required? Are there clear limitations on this power?
- Are there ways to prevent a misuse of power?
- Are there ways for people to express their opinions about how the duties are being performed?
- Are people in the position required to use fair procedures in fulfilling their responsibilities?
- Are they required to respect important values such as privacy, human dignity, and freedom?

Working with a study partner, apply these questions to law enforcement officers. Using the intellectual tools you have learned, identify the strengths and weaknesses of the position. Consider whether you would recommend changes to improve the position. Give a speech to your class describing the position and explaining your views.

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placed on outside resource-person preparation. Meeting with the classroom teacher or program facilitator, developing an understanding of the goal of the lesson and how the lesson fits in with the overall course, incorporating teaching strategies that will foster student participation and avoid lecturing, presenting a realistic view of the subject, frequently checking for student understanding, and allowing ample time for questions are in large part the responsibility of the resource person.

To address questions remaining and the enthusiasm for involvement, future opportunities for training in LRE were presented to the officers at the close of each in-service session. Much time had been devoted to this perfecting and delivering the juvenile in-service course and, in the end, five court staff working in conjunction with the Department of Criminal Justice Training conducted 25 separate sessions across the state over the course of a one-year period. As so many in-service participants inquired about the next step, we concluded that there was some evidence of success.

Today the courts' LRE and intake and diversion program staff are still recruiting law enforcement officers to participate in LRE and other prevention programs, frequenting police roll-call sessions, local crime prevention committees spearheaded by law enforcement, and school resource officer conferences. The emergence of new LRE program sites, the development of new curricular materials, and staff turnover dictate that the effort be ongoing. Continuous recruiting efforts necessitate ample opportunities for training. As a result, the court's LRE staff typically offers five scheduled LRE training sessions annually, as well as conducting special training sessions at the request of various state and local agencies.

Considerations in Working with Law Enforcement

There is no one correct way to approach recruiting and training law enforcement to participate in LRE programs. As in Kentucky, law enforcement may initiate contact for assistance that will enable the subject to be introduced. For juvenile justice practitioners, LRE center directors, and school educators and administrators who desire to begin work with law enforcement, the following considerations may be helpful:

- If presenting the topic at law enforcement in-service is not practical, contact your local police chief first before seeking assistance from officers.
- While a three-hour block is certainly adequate time in which to conduct an awareness session, it will be necessary to explain to those in charge of the in-service that more time will be required of officers electing to participate in LRE training. It has been our experience that training time is largely dependent upon the curriculum chosen for the class and may range from one day to five days.
- Consider presenting mini-LRE awareness sessions during police roll call. Although time is limited, sufficient information can be presented to pique interest. Subsequent meetings can be arranged at a more convenient time that will permit in-depth discussion.
- Attend conferences designed for law enforcement officers. Ask to be placed on the agenda, even if it is only for a short segment.

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- Although community policing is widespread and considerable resources are being devoted to prevention programs, LRE program facilitators must be cognizant of officers' time. Smaller police departments, particularly those that serve rural jurisdictions, may be limited in terms of the amount of time they can commit to training and participation in the classroom.
- LRE teachers and program facilitators will certainly want to spend adequate time preparing law enforcement officers to serve as outside resource persons. The following will help ensure that students and the outside resource persons(s) reap benefits from the encounter. Police officers are not teachers. Pre-visit communication must transpire, preferably in person. Ample time must be reserved for planning the class or program.
  - Make sure the classroom visit includes ample time for interactive teaching strategies.
  - Remember teachers and program facilitators have the responsibility of maintaining class discipline, not the police officers serving as an outside resource person.
  - Always debrief the lesson with the officer present. Our experience has been that students always want more information, and this may underscore the importance of continued participation by the resource person.
  - Don't be afraid to provide the officer with feedback regarding the visit.

Goals of LRE Partnerships Between Schools and Law Enforcement

To offer a high quality learning experience for students;

To demonstrate the complex role of law enforcement in the community;

To present a complete and realistic picture of police officers, including the human component (strengths and weaknesses);

To help students develop an understanding of the concept of justice;

To stimulate development of critical thinking and decision-making skills as they relate to legal rights and responsibilities.

From "Police-School Partnerships," *Judith Zimmer, American Bar Association Division for Public Education, p. 4.*

- Acknowledge the officer's work. Student thank-you letters, public recognition, and letters to his/her commanding officer help ensure repeat performances.
- Evaluate your efforts, ideally with the assistance of an external evaluator. Share findings with law enforcement agencies and Youth for Justice.

Teens' Views and Experiences with Authority Figures

Many teenagers indicate that there is minimal awareness of a police presence in their neighborhoods … they have no opinion of the police who work in their neighborhoods. Altogether, only 26% of teens say they have a good opinion of the police.

Students who live in at-risk neighborhoods are more than twice as likely as those who live elsewhere to say that they have a bad opinion of the police (41% v. 18%).

Two in three (68%) junior high and high school students say that when they see police officers patrolling the street, they try to stay out of their way.

Students who live in at-risk neighborhoods are almost half as likely to say having police officers nearby makes them feel safe as students who live in other neighborhoods (29% v. 54%), and think the police are less likely to help them in an emergency (34% v. 56%).

Twenty-five percent of teens believe that police officers in their communities do not like people their age.

Urban African American teens are more likely than their suburban teen to say that police officers don't like people their age (39% v. 24%).

Teens who are at risk due to a variety of factors are more likely than those who are not at risk to believe police officers in their communities do not like people their age.

From "Between Hope and Fear: Teens Speak Out on Crime and the Community," *a survey by Louis Harris and Associates for the national Teens, Crime, and the Community program, pp. 12–13. Factors that place youth at risk were identified in the following categories for the purpose of the survey: at risk due to home life factors; at risk due to neighborhood conditions; at risk due to economic status; at risk due to apathetic behavior or attitudes; and at risk due to hostile behavior or attitudes.*

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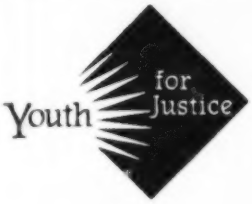
Conclusion

Law enforcement officers are an essential ingredient in LRE programs.

For youth, particularly at-risk youth who have had an encounter with law enforcement, these individuals represent "the system." A first encounter can be frightening—events happen fast. Negative perceptions develop and spread quickly to one's peer group. Unfortunately, such negative perceptions are often reinforced by parents, Hollywood drama, and media sound bites. Positive interaction with law enforcement officers can go a long way to counteract negative perceptions.

When properly implemented, LRE provides opportunities for positive and sustained interaction with law enforcement and others in positions of authority. Research suggests that quality LRE programs improve students' understanding of the law and legal processes, increase the likelihood that students will engage in civic endeavors, and may serve as a deterrent to delinquent behavior. These highly desirable outcomes necessitate ongoing dialogue among the many professionals who serve youth. In Kentucky, our experiences with law enforcement and LRE are rich and varied. From our vantage point, law enforcement is an integral aspect of the planning and implementation of quality programs—they will always be a part of the dialogue.



Youth for Justice

To learn more about Youth for Justice, the national coordinated law-related education program, its efforts to incorporate effective delinquency prevention strategies in LRE programs, and its work with law enforcement personnel as resource persons, contact individual consortium members listed below.

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Resources from the American Bar Association

Police School Partnerships

This handbook authored by Judith Zimmer and published by the American Bar Association Division for Public Education gives law enforcement professionals and teachers practical ideas for establishing partnerships to improve the quality of law-related education in the classroom. 8 pp. Product Code # 497-0019. $3.00.

Adolescents, Society, and the Law: Teaching Resource Bulletin No. 5

This Teaching Resource Bulletin authored by Roger J.R. Levesque of Indiana University contains introductory essays and annotated bibliographies on various aspects of the subject, including adolescents personal relationships vis-à-vis the law," "problem youth" and access to the legal system, the law's role in determining access to health and community services, adolescent civil rights, and cross-national perspectives on related topics. 48 pp. Product Code #336-000205. $9.75.

These two publications are available from the ABA Division for Public Education online store (www.abanet.org/publiced/) or by calling 1-800-285-2221. *When ordering by phone, please reference the Product Code # listed above.*

DIVISION FOR PUBLIC EDUCATION

Technical Assistance Bulletin Series

Other publications in this series of Technical Assistance Bulletins (TAB) developed and published by the American Bar Association Division for Public Education provide concise information on specific topics of interest to law-related educators, school administrators, other teachers, law enforcement, and delinquency prevention professionals. Each bulletin is 4–12 pages and may be downloaded from the ABA Web site in .pdf format (http://www.abanet.org/publiced/tabs.html).

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Resources from Street Law, Inc.

Since 1975, Street Law, Inc. has developed innovative educational programs aimed at empowering young people through the study of law-related education (LRE). Law enforcement officers have been an integral part of Street Law programs for more than 20 years. A national evaluation of LRE funded by the Justice Department's Office of Juvenile Justice and Delinquency Prevention found that the most powerful delinquency prevention effects were present in Street Law classes in which police officers partnered with social studies teachers to deliver LRE.

Street Law offers training and curricula to support community-based police officers and school resource officers—officers assigned to work in schools. Like LRE, these programs for police officers blend substance and strategy: Students learn about laws, the legal system, and their rights and responsibilities through strategies that promote cooperative learning, critical thinking, and positive interaction among young people and between young people and adults. Street Law programs create informed young people committed to social justice, community improvement, and the rule of law.

Street Law, Inc. offers three programs that are of particular interest to school resource officers and community-based police officers:

- ***Police as Community Teachers*** (PACT) was designed specifically for school resource officers. PACT includes 11 lesson plans about topics such as the myths and realities of police work, arrest law, student's rights in schools, and learning how to assess and solve problems in schools and communities. This curriculum is featured in the standard school resource officer training sponsored by the U.S. Department of Justice Community Oriented Policing Services and the National School Safety Center. The National Association of School Resource Officers awarded a Presidential Citation to Street Law, Inc for this program.
- ***Community Works*** was developed with the National Crime Prevention Council and combines education and action plans to reduce crime and the high level of teen victimization. The program offers 31 lessons that can be used by police officers and anyone who works with teens in schools, after-school programs, juvenile justice settings, or community programs.
- ***Homicide: Life on the Street—Lessons in Law*** is built around video clips from the award-winning television series and is supported by six interactive lessons plans, created by Street Law, Court TV, and NBC. Congress has recognized this partnership and program as an innovative safe-school program.

Resources from the Constitutional Rights Foundation

Constitutional Rights Foundation (CRF) is a nonprofit, nonpartisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society. Middle school is an important time in a young person's life. During these years, adolescents experience rapid physiological and psychological change and develop attitudes that can affect them throughout adulthood. It is an important time to establish positive attitudes about police and connections to community. Research indicates that the most significant predictor of negative attitudes about police is previous negative interaction. To promote positive police-community relations, it is vital to promote ongoing significant contacts between officers and young people. CRF has developed the following law-related education curriculum and a program for middle school youth to foster a deeper understanding of the scope and limits of police authority and the role of law enforcement in a democratic society, and to provide opportunities to promote better communication and understanding between youth and police.

- ***Youth and Police*** is a middle school curriculum that consists of 10 interactive classroom lessons designed to educate students about the role of police in society; the scope and limits of police authority; the practices of law enforcement; and the rights and responsibilities of citizens. CRF provides staff development for teachers on the "Youth and Police" curriculum.
- ***Cops & Kids: Working Together for Peace on the Streets*** has brought thousands of middle school students together with hundreds of police officers since 1994 for positive interaction through its conferences in Los Angeles, Philadelphia, Rhode Island, Chicago, and Arizona. The goals of these conferences are to establish positive, open lines of communication between youth and police; provide a forum to discuss their differences and to address negative perceptions and stereotypes; and to involve youth and police in cooperatively identifying positive goals to improve police-community relations. At the conference, students and police participate in CRF's *Police Patrol* simulation activity. Students re-enact police calls, taking the roles of citizens and police officers, while officers act as coaches, helping students to understand the scope and limits of authority and the challenges of police work. After the simulation, students and officers generate ideas to improve police-community relations.

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